DOCUMENT RESUME

ED 179 464 SO 012 171

TITLE The American Legal System: A Field Study Approach.
INSTITUTION Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE 77
NOTE 69p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Opportunities; Community Resources; Educational Objectives; *Field Experience Programs; *Laws; Learning Activities; *Legal Education; Secondary Education; Skill Development

ABSTRACT

The document presents an outline for a high school legal education program which emphasizes field experiences. The program is called the American Legal System Satellite Center, and is designed to provide students with experiential knowledge of the functions, procedures, and facets of law; to expose them to a wide range of law-related career opportunities; and to develop social studies skills. The course is divided into ten units and covers topics such as the functions of law, structure of the legal system, courtroom procedure, the criminal justice system, sources of law, tort law, civil procedure, contracts and consumer law, family law, regulatory and beneficial law, and the limits of law. Each unit offers readings and references for both students and teachers; lists community resources such as courts, penal institutions, and law-making bodies; and suggests possible teaching and field activities using these resources. Some possible speakers and multimedia materials are listed. The final unit is a mock trial and contains all the material necessary for the activity. Appendices suggest internship opportunities, research projects utilizing community resources, worksheet/study guides, resources for speakers, legal services available in Milwaukee, bibliographies for students and teachers, and lists of law-related filmstrips and films. (CK)

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THE AMERICAN LEGAL SYSTEM:

A FIELD STUDY APPROACH

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A Curriculum Guide Designed to Aid Communities
in the Development of a Law Satellite Center Program
for Secondary School Students

SP 012 171

Department of Elementary and Secondary Education

Division of Curriculum and Instruction

Milwaukee Public Schools

1977

ACKNOWLEDGMENT

Sincere appreciation is expressed to Paula Reiton, the teacher at the Law Salellite Center, who has been so instrumental in the success of this program. Her efforts to extend the classroom to the legal resources of the city and state are reflected in this guide which she developed during the summer of 1977 in conjunction with the Law Related Education Project of the Wisconsin Department of Public Instruction and the Wisconsin Bar Foundation.

A word of appreciation is also extended to the following members of the "community team" who have contributed to the success of Milwaukee's phase of the "Law Related Education Project" : Attorney Allan R. Strauss, Chairperson, Project Inquiry - Milwaukee County; Attorney Richard Trujillo, Assistant District Attorney - Milwaukee County; Ms. Jan Resnick, Probation/Parole Agent, Department of Health and Social Services, Mr. Thomas H. Bentley III, Vice-Chairman, Milwaukee Board of Standards and Appeals; Ms. Sheila Hill, Student - Hamilton High School, Milwaukee, Wisconsin; Mr. Peter Kastenholz, Student - Hamilton High School, Milwaukee, Wisconsin; and Katherine Kocol, Student - Riverside High School, Milwaukee, Wisconsin.

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INTRODUCTION

In light of the recent educational interest in legal instruction and law-related activities, there is increasing emphasis on field experiences which will solidify the theoretical basis of legal study. At the level of secondary education, field experiences are available through contact and cooperation with community agencies and professionals.

Towards this end, the Milwaukee Public School System has instituted a specialty program for the study of the American Legal System which is located in the heart of the metropolitan civic area. The program, known as the Law Satellite Center, derives its name from the fact that students from the city's fifteen high schools and several suburban districts voluntarily elect to travel from their "home schools" to the center for a half-day of law education and related field experiences.

THE AMERICAN LEGAL SYSTEM: A FIELD STUDY APPROACH

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GOALS OF THE FIELD STUDY APPROACH

A major goal of the American Legal System Program is to provide the students with experiential knowledge of the many facets of law, its functions, and its procedures. The curriculum, therefore, is designed to include many field observation sessions, community-oriented research projects, and constant contact with professionals in law and law enforcement. By no means, however, should an exclusively field study approach to law be undertaken. Students must have a theoretical command of legal concepts as well as a practical command of the technical legal vocabulary which they will encounter. Without this basis, the field experiences will have little ultimate impact in terms of the students' perception of the complexity and interrelatedness of the legal system.

Another goal of the Law Center is to expose senior high school students to the wide range of career opportunities which are related to law but which are not necessarily popularized through the media. The on-going small group and individual contact which students have with professionals also allows them to inquire into the nature of the training, the problems, and the functions of a particular occupation.

Community-based learning situations will cause the students to develop their abilities in the observation and the recording of data. Communications skills must necessarily be refined in order to conduct successful interviews and conferences. Correspondingly, an increase in the student's self-confidence in his/her own problem-solving skills may result. As the students undertake research projects, they will learn how to work successfully within the bureaucratic structures of government and business. This success may possibly create a more positive attitude towards these institutions.

STRUCTURE OF THE SATELLITE CENTER PROGRAM

Since the Satellite Center educational concept requires some departures from the traditional instructional model, it is important that the teacher be aware of these differences and the impact that they will have on instructional strategies.

First, the American Legal System Satellite Center is located in downtown Milwaukee at 734 North 8th Street. The students voluntarily come from all 15 of the city's senior high schools as well as from several suburban districts which are participating under Chapter 220 of the Wisconsin State Statutes. Each class is limited to 25 participants; therefore, it is unlikely that more than two students from the same high school will attend the same session. The result of this enrollment situation is that the students are all new to each other, their environment, and to the particular concept and mode of education. The instructor, therefore, is faced with the important challenge of creating an atmosphere that will be conducive to successful student interaction as well as to motivated learning.

The class meets five days a week for two hours each day for the duration of one semester. The highly concentrated nature of the class sessions presents the need for diversified yet continuous activities within each session. In addition, the students should be made aware of the need to complete reading assignments outside of the two-hour class time in order to maximize the opportunities for field experiences and to justify the travel time involved to and from the downtown Center. The students earn one full unit of credit in social studies upon successful completion of the American Legal System course.

The highly individualized nature of much of the work and the research projects requires that students have mobility within the downtown area without constant supervision by the instructor. To this end, written parental consent is necessary to allow students to sign out of the classroom for destinations within the center of the city which are approved by the instructor and related to the student's assignments. Blanket parental permission for the geographic area bounded by Lake Michigan on the east, 16th Street on the west, Highland Avenue to the north, and the Menomonee River Valley on the south must be secured before students may leave the class building on individual assignments. Students must sign in and out of the class on each field activity/research day, and any deviation from the approved destination will be regarded as a truancy and handled accordingly.

The instructor must be aware that individual discipline and administrative procedures must be handled through the appropriate official at the student's "home school." Attendance must be recorded within the attendance office at each "home school" on a weekly basis and grades must be filed accordingly.

It is highly advisable that each student be provided a standardized Satellite Center identification card which bears the student's name, the address, and phone number of the Center, and the instructor's name. This lends more credibility to the students' use of public and private community facilities during regular school hours and also may create a more favorable reception for the students.

The instructor should also be aware that contact must be maintained with the transportation companies and the staff of the building that is being utilized for classroom purposes.

OBJECTIVES OF A FIELD STUDY APPROACH TO LEGAL EDUCATION

I. The students will become familiar with the roles, responsibilities, and training of personnel involved in the criminal justice system.

II. The students will develop a working familiarity with state laws (both statutory and administrative) and with local ordinances.

III. The students will become aware of conflicting attitudes towards crime prevention and punishment through contact with individuals who are involved with the penal and judicial systems.

IV. The students, through individual and group projects, will develop problem-solving skills as related to the inquiry into legal issues.

V. The students will become familiar with the procedure and the powers of administrative law.

VI. The students will become familiar with basic legal procedures in the areas of criminal and civil law.

VII. The students will develop social interaction skills and a greater measure of self-confidence in dealing with public service agencies and the bureaucratic structure of government and business.

VIII. The students will develop critical observation and reporting techniques in matters of substantive law and legal issues.

IX. The students will become aware of the training necessary for lawyers through a project involving legal research methods and writing.

X. The students will become aware of the critical need for constant citizen participation in order to maintain a viable democratic government.

XI. The students will realize that passage of laws as well as the effectiveness of their enforcement is often based on prevalent social values and the power of vocal interest groups.

XII. The students will develop analytical skills through the interpretation and application of both statutory and case law.

COURSE OUTLINE

I. Fundamentals of United States Legal System

A. Functions of Law

1. Prevent harm and punish undesirable behavior (criminal law)
2. Settle disputes (tort law)
3. Guide and regulate activities in order to promote desirable behavior (administrative and regulatory law)
4. Provide public benefits (taxation)
5. Limit powers of law-makers and law enforcement officials (civil liberties and criminal protections - constitutional law)

B. Structure of the Legal System

1. Branches of government
2. Levels of government
3. Types of state and federal courts and respective jurisdiction
4. Difference between trial and appellate courts

C. Courtroom Procedure

1. Criminal trial proceedings
2. Civil trial proceedings
3. Municipal court proceedings

Readings for the Student

— Vital Issues of the Constitution, Ratcliffe, pp. 1-13.

— American Legal System, Unit I; Unit IV, Chapter 4

— Justice and Order Through Law, Unit I

Reference for the Instructor

— American Legal System, Teacher's Guide, Unit I

— Justice and Order Through Law, Teacher's Guide, Unit I

— The Law, Its Nature, Functions and Limits, Robert Summers

Field Experiences and Community Resources

A. Milwaukee County Court Observation
Milwaukee County Courthouse
901 North 9th Street

Safety Building
821 West State Street

Arrangements for group tours and inquiry into specific court proceedings and room numbers can be made through the Buildings and Grounds Division of the Milwaukee County Courthouse, Telephone 278-4971.

The weekly and daily court calendars can be obtained at the Central Information desk in the Courthouse or from the Clerk of Courts, Room 511, Courthouse.

B. Municipal Court Observation
City of Milwaukee
818 West Wisconsin Avenue (Public Library Building)
Telephone 278-3800
Court Administrator: Ms. Rose Nugent

Hours: 8:30 A.M. to 11:30 A.M. and 1:30 P.M. to 4:00 P.M.

Municipal courts are divided into two divisions -- intake and trial. A brief explanation of the judges' duties and the newly-established computerized recordkeeping system will be provided by the Court Administrator. Since the courtroom capacity is limited, it is best to schedule students in small groups on a rotating basis.

C. Federal Courts: U.S. District Courts and U.S. Court of Appeals for the Seventh District
Federal Building
517 East Wisconsin Avenue
Telephone 224-3372
Court Administrator: Ms. LeFave

Inquiries regarding the court calendar must be made on a weekly basis by contacting the court administrator. Transportation from the Satellite Center to the Federal Building is possible via the Shuttlebug, and Wisconsin Avenue bus, or previous written arrangements for direct drop-off by the school transportation company. (Telephone 352-6200, Chuck Monfre, Manager.)

II. The Criminal Justice System

A. Criminal Code of Wisconsin

1. Classification of crimes
2. Misdemeanors and felonies
3. Examination and interpretation of the Wisconsin Statutes

B. Duties of Officials Within the Criminal Justice System

1. Police and detectives
2. District Attorney
3. Bailiff
4. Judge
5. Jury
6. Defense Attorney

C. Criminal Procedure

1. From investigation to appeal
2. Plea negotiations
3. Procedure as a safeguard of individual liberties
4. Types of motions

D. Law Enforcement

1. Street crime
2. Organized and white collar crime
3. Crime detection v. individual rights
4. Community attitudes towards law enforcement

E. Juvenile Justice System

1. Theory and rationale
2. Structure and procedure
3. Rights of juveniles

F. Deterrence and Punishment

1. Penal institutions
2. Capital punishment
3. Alternatives to incarceration/probation and parole

Field Experiences and Community Resources

A. Women's Community Center
626 North Jackson
Telephone 224-4055
Mrs. Breutzman

The metro centers are institutions designed to house felony prisoners from the state penal system who have earned the privilege of work and/or study. Residents are still incarcerated — they are not yet on parole; however, they may attend school or work and certain group social functions under supervision.

B. Men's Metro Center
1211 North 13th Street
Telephone 224-4010
Mr. Sherrer, Supervisor

C. Milwaukee County Jail
821 West State Street
Jailor: Lt. Sheriff Joseph Lytek
Sheriff Michael W. Wolke

Although both state law and the rights of privacy forbid the touring of the jail when inmates are present, it is occasionally possible to visit an empty tier and observe some of the entry and holding rooms. Personal contact with the jailor is the best method of inquiry to pursue. If a tour is not possible, a conference with the head jailor may be arranged together with a demonstration of the booking and record keeping equipment.

D. Sheriff's Department - Witness Support Unit
Lt. Sheriff Arnold Nannetti
Room 20, Safety Building
821 West State Street
Telephone 278-4728

The Witness Support Unit is a highly specialized and innovative service which offers protection to victims and witnesses of crimes who are threatened in the attempt to thwart their testimony at a pending trial. The Unit has received national recognition and a class visit includes a demonstration by Lt. Sheriff Nannetti of electronic surveillance equipment and communications devices.

E. Sheriff's Training School
821 West State Street
Training/Policy Unit
Instructor: Lt. Sheriff Jaskolski
Telephone 278-4777

Arrangements may also be made through Building and Grounds, County Courthouse, Telephone 278-4971.

A visit to the training school will include a slide/lecture by the Training School instructor. The students will learn of the many and varied duties of the Milwaukee County Sheriff's Department as well as the nature of the training received and eligibility requirements.

F. Police Administration Building
749 West State Street, Milwaukee, Wisconsin

A letter must be directed to Chief Harold Breier including the dates, the number of students and grade level approximately three to four weeks in advance. The 1½ hour tour includes an explanation of routine police assignments, a visit to the City Jail, observation of the police communications systems, demonstration of motor vehicle registration checks, and demonstrations of the computerized suspect-identification techniques.

G. Safety Training Academy (Police and Fire)
6680 North Teutonia Avenue, Milwaukee, Wisconsin

A letter must be directed to Chief Harold Breier which includes the date, number of students, and grade level several weeks in advance. The two-hour tour includes a full examination and demonstration of the training necessary for City of Milwaukee police cadets. The students are shown simulated crime scenes, accidents, and other incidents for which police officers must be trained.

H. State of Wisconsin Crime Laboratory (Justice Department)
15725 West Ryerson Road, Brookfield, Wisconsin
Telephone 786-7700

Tours are generally limited to university and law enforcement classes; however, it is likely that special permission may be obtained if contacts are made well in advance.

I. House of Correction
County of Milwaukee
8885 South 68th Street, Franklin, Wisconsin
Telephone 425-2136
Contact: Mr. Johnson

A recent tightening of security measures has led to the discontinuing of student group tours; however, it is still possible to arrange for a speaker from the counseling staff to visit class.

J. Ethan Allan School for Boys
Box WX, Wales, Wisconsin
Telephone 1-646-3341

Arrangements may be made for a tour of the institution and for small group conferences with student inmates. In lieu of a tour, it is possible to have a member of the counseling staff visit the class with a slide presentation/explanation. A student from the Ethan Allan School may accompany the counselor for discussion purposes if the proper arrangements are made well in advance.

K. Office of the District Attorney
821 West State Street, Milwaukee, Wisconsin
Telephone 278-4646

The Milwaukee District Attorney's Office is divided into several specialized teams and units and includes a staff of approximately fifty attorneys. Since individuals change assignments from time to time it is best to contact the main desk.

For instructional purposes, the following list is arranged according to specialized areas within the Criminal Justice System Unit where speakers may be effectively utilized:

— The Structure and Duties of the District Attorney's Office

— Pretrial Negotiations (Plea Bargaining)

— Prosecution of Organized Crime
Organized Crime Unit - Telephone 278-4645

— Obscenity Prosecutions

— Consumer Fraud Prosecutions

— Sensitive Crime Unit (Sexual Assault and Rape Victim Assistance)

— Prosecution of Juveniles

— Charging and Complaint Sessions

Activity: Upon thorough study of the state statutes, criminal procedure, and the responsibilities of the District Attorney (see Appendix B for student activity and study exercises), the students may be permitted to sit in on charging and complaint sessions with Assistant District Attorneys assigned to those duties (see Appendix A).

L. Chase A. Riveland, Chief
Milwaukee Region: Bureau of Probation and Parole
819 North 6th Street, Milwaukee, Wisconsin
Telephone 224-4544

Arrangements can be made to have a Probation and Parole Officer visit the class and speak with students. It is suggested that the speaker bring copies of the probation/parole rules and regulations by way of illustration.

Activity: Arrangements may be made with an individual officer for a student who is doing research into this area or considering it as a career to accompany the officer on home or office visits. Several considerations must be made -- parental permission, use of a private vehicle, the permission of the Department of Probation and Parole, and the right to privacy of the clients. (See Appendix A, Internship Suggestions.)

M. Office of the Public Defender

Criminal Division
821 West State Street, Milwaukee, Wisconsin
Telephone 278-4394

Juvenile Division
10201 Watertown Plank Road, Wauwatosa, Wisconsin
Telephone 257-7728

Speakers may be obtained by contacting an individual attorney within the Public Defender's Office, the Office Administrator, or the Project Inquiry Coordinator.

Specialized topics for class sessions include:

--- Ethics of Criminal Defense

--- Simulated Charging and Rebuttal Session with a given fact situation. Arrangements should be made in advance with the attorney to present a two to four page fact situation to the students and to divide the class into the prosecuting and defense teams. Discussion may ensue over the nature of the correct charge, effective defense techniques to be employed by the defense attorney at the charging session, the importance of the charging session, possible defense strategies to be developed. This exercise should follow thorough class study of the State Statutes.

N. Private Defense Attorneys

Speakers may be obtained on general and specialized topics relating to criminal procedures and defense work through the services of Project Inquiry. Suggested topics include:

--- The Tactics and Ethics of Criminal Defense

--- The Nature and Problems of Criminal Defense Work

--- The Nature and Use of Motions

--- The Rights and the Defense of Juveniles

--- Voir Dire (Jury Selection) - The Defense's Point of View

O. Circuit (Felony) and County (Misdemeanor) Court Judges

When students are observing criminal proceedings as a class, it is suggested that arrangements be made to meet with a particular judge in chambers. Arrangements can be made through the Division of Buildings and Grounds, County Courthouse, Telephone 278-4971.

P. State Public Defender's Office (Appellate Assignments)
819 North 6th Street, Milwaukee, Wisconsin
Telephone 224-4806

This staff of attorneys handle appeals on behalf of indigent defendants in addition to representing individuals at mental competency hearings. Speakers will provide insight into the nature and complexity of appellate work and the preparation necessary for appearance before the Wisconsin Supreme Court. It is suggested that the speaker be requested to bring with him/her all the documents relating to one particular case by way of illustration.

Readings for the Students

— American Legal System, Unit II, Chapter 4

— The Plea Bargain, Milwaukee Public Schools

— Wisconsin State Statutes - Criminal Code

— The Rights of the Accused: Criminal Procedure and Public Safety, Xerox Educational Publication

— Twelve Angry Men, Reginald Rose (One-act drama)

— Judging Justice: A Report on the Criminal Courts, Milwaukee Journal

— "Youth Crime," Time, July 11, 1977

— "Capital Punishment," Milwaukee Journal (Appendix B)

— "Outline History of Search and Seizure," Milwaukee Journal (Appendix B)

Audio-Visual/Multi-Media Materials

Museum Films:

#20444 Crime and the Criminal
Learning Corporation of America (excerpts from "In Cold Blood" — Narrated by Orson Wells)

#11250 Free Press vs. Fair Trial by Jury - The Sheppard Case
Encyclopaedia Brittanica 27 min.

#17781 The Privilege of Privacy
Xerox Education Publications 29 min.

#16731 Justice Delayed, Justice Denied
Carousel 40 min.

Search and Seizure, Multi-media Kit
Xerox Education Publications

Fair Trial, Multi-media Kit
Xerox Education Publications

Reference for the Instructor

— Justice and You, Curriculum Guide, Milwaukee Public Schools

— Juvenile Detention in Wisconsin, 1976, Department of Health and Social Services (Central Office)

III. Sources of Law

A. Common Law

1. Precedent of judge-made law
2. English historical traditions

B. U. S. Constitution and Its Interpretation By Courts

1. Separation of powers
2. Bill of Rights

a. civil liberties (Amendments 1, 2, 3, 4)
b. criminal protections (Amendments 4,5,6,8)

3. Due Process and Equal Protection

a. federal jurisdiction (Amendment 5)
b. state (Amendment 14)

C. Codified Law

1. Federal Code
2. State Statutes
3. County and City Ordinances

Field Experiences and Community Resources

A. State Assembly or Senate
State Capitol, Madison, Wisconsin

B. Wisconsin Supreme Court
State Capitol, Madison, Wisconsin
Contact: Mr. Robert Uehling, Clerk of the Supreme Court
Telephone 1-608-266-1887

Oral arguments are heard by the Supreme Court during the first week of every month. Arrangements for a group visit (limited to 50) may be made by contacting the Clerk of the Supreme Court in writing with notice of the date, the size of the group, and the duration of the visit. It is suggested that the instructor obtain copies of the briefs to be presented to the court and that he/she review the briefs with the class prior to the visit to the court. State representatives may be a particularly useful source of such material.

C. Common Council of Milwaukee
City Hall, 200 East Wells Street, Milwaukee, Wisconsin
Telephone 278-2221

The schedule for full council and standing committee meetings is printed in the Sunday Milwaukee Journal, Local Section.

D. County Board of Supervisors
County Courthouse, 901 North 9th Street, Milwaukee, Wisconsin
Telephone 278-4068

Schedule of Board and Committee Meetings may be obtained from the County Clerk, Room 101.

E. American Civil Liberties Union
1840 North Farwell Avenue, Milwaukee, Wisconsin
Telephone 272-4032

Since the ACLU is a voluntary organization, requests for attorneys to speak to the class should be made at least four to six weeks in advance.

F. Equal Rights Division, State of Wisconsin
819 North 6th Street, Milwaukee, Wisconsin
Telephone 224-4384

Activity: The Equal Rights Division holds grievance hearings regarding discrimination charges in the State Office Building. The schedule of hearings may be obtained from the secretary. Hearing conference rooms are small and students should be cautioned that an observor is not free to enter once the hearing has begun. Also, all individuals present at hearings must identify themselves for the record, by state law. Arrangements should be made in advance and may require that the students arrive and leave at times different from the class schedule. Groups should usually be limited to three students.

Hearing Examiners

Hearing Examiners are attorneys who act in a judicial capacity in applying administrative laws. It is possible to invite a hearing examiner to class to discuss the Wisconsin Equal Rights laws and the administrative grievance procedure. Arrangements should be made through Mr. Thomas Dale, Director of Legal Services Bureau, 819 North 6th Street, Milwaukee, Wisconsin. Telephone 224-4384.

Readings for the Students

— U. S. Constitution

— American Legal System, Units III and IV

— The Law, The Supreme Court, and The People's Rights, Ann Fagan Ginger

-- The Meaning of the Constitution, Angela Rodney Holder

-- Decisions Digest, Equal Rights Division, State of Wisconsin

— "How A Bill Becomes A Law," Wisconsin Legislative Reference Bureau, N.E. Wing, State Capitol, Madison, Wisconsin

References for the Instructor

— Attorney's Source Book, American Bar Association

— The Law, The Supreme Court, and The People's Rights, Ann Fagan Ginger

— The Bill of Rights: A Sourcebook, William Cohen

— Legislative Reference Bureau
State Capitol, N.E. Wing, Madison, Wisconsin

Copies of recently passed Wisconsin laws and pending proposals may be optained through the services of this bureau.

IV. Law As A Grievance Remedial Instrument

A. Fundamental Concepts of Tort Law

1. Elements of Tort

a. legal duty
b. breach of duty
c. cause of damages
d. damages sustained

2. Related Concepts

a. liability
b. negligence
c. "reasonable and prudent man"
d. preponderance of evidence
e. products liability
f. contributory negligence
g. attractive nuisance

B. Civil Procedure

1. Pretrial discovery
2. Use of witnesses
3. Duties of judge
4. Duties of jury
5. Stipulation

Readings

— The Lawsuit: Legal Reasoning and Civil Procedure
Xerox Education Publications

— "Anatomy of Litigation," Milwaukee Public Schools' Curriculum Guide, Justice and You, pp. 195-202

— American Legal System: ALS, Unit II, Chapter 5, pp. 53-58; Unit V, pp. 46-58

Field Experiences

A. Jury or Bench Trial of a Lawsuit (Milwaukee County Courthouse)

B. Jury Selection (Voir Dire) for Civil Trial (Milwaukee County Courthouse)

Speakers

A. Private attorney - civil litigation - Torts
(Project Inquiry Coordinator)

B. Private attorney - specialist in products liability
(Project Inquiry Coordinator)

V. Contracts and Consumer Law

A. Elements of a Valid Contract

1. Offer
2. Acceptance
3. Consideration

B. Breach of Contract and Appropriate Legal Action

C. Types of Contracts

1. Leases
2. Deeds
3. Retail installment contracts
4. Warranties and guarantees

D. Small Claims Court

1. Purpose and procedure
2. Jurisdiction and venue
3. Types of actions

   a. replevins
   b. evictions
   c. garnishment
   d. damages less than $1,000

E. Credit and Bankruptcy

1. Consumer protection agencies
2. Interest rates
3. Mortgages/equity/conditional sale
4. Bankruptcy proceedings
5. Legal alternatives to bankruptcy

Field Experiences/Activity

A. Small Claims Court
Milwaukee County Courthouse
901 North 9th Street, Milwaukee, Wisconsin

B. Better Business Bureau
174 West Wisconsin Avenue, Milwaukee, Wisconsin
Telephone 273-4300

Speakers or tours for small groups may be arranged with advance notice. Also, printed materials on consumer problems and services are available.

C. Federal Bankruptcy Court
Federal Building
517 East Wisconsin Avenue, Milwaukee, Wisconsin

D. Private Attorney - Small Claims Court Action

Activity: The teacher may make arrangements with a private attorney to represent a retail business and summons the class to Small Claims Court for non-payment of an overdue charge account. The class must respond by obtaining the appropriate legal documents and ultimately face the plaintiff's attorney before a judge. (Perhaps the Small Claims Court Commissioner may be contacted; if not, another private attorney.) The students should communicate by mail with the plaintiff's attorney and their first personal contact with him should be the "hearing" or the "trial."

The purpose of this exercise is to simulate actual legal procedure as well as to expose students to the very likely possibility of encountering a business' very experienced attorney in Small Claims Court over a $200 dispute.

E. Private Attorney - Small Claims Court

Prepare in advance with the attorney several typical Small Claims Court disputes. Assign the roles of plaintiff and defendant to various individuals or teams and have the attorney conduct the trials as part of his visit to class.

F. Department of Agriculture
8500 West Capitol Drive, Milwaukee, Wisconsin
Telephone 464-8580

Information and speakers on Consumer Protection laws are available.

Readings for Students

— Manual for Small Claims Defendants, Milwaukee Legal Services

VI. Family Law

A. State's Interest in the Family

1. Preservation of prevalent social values
2. Welfare of all citizens
3. State as guardian of parent-child relationship

B. Marriage

1. Legal requirements and validity of contract

C. Annulment

1. Grounds
2. Legal effect on parties

D. Separation

1. Legal nature

E. Divorce

1. Grounds
2. Procedure
3. Issue of "no-fault" divorce
4. State's primary interest is the welfare of the children

   a. role of the Family Court Commissioner

5. State protects property interests of married persons

F. Foster Homes, Adoptions, and Paternity Suits

1. State's custodial role
2. Termination of parental rights (recent court cases)
3. Legal procedure for adoption

G. Probate

1. Jurisdiction of probate court
2. Purpose of probate
3. Inheritance taxes
4. Types of guardianship

Field Experiences/Activities

A. Divorce Court - Default and Contested
Milwaukee County Courthouse
901 North 9th Street, Milwaukee, Wisconsin

B. Probate Court
Milwaukee County Courthouse
901 North 9th Street, Milwaukee, Wisconsin

C. Family Court Commissioner - Reconciliation Hearings
Milwaukee County Courthouse, Room 707
901 North 9th Street, Milwaukee, Wisconsin
Telephone 278-4421

D. Private Attorney - Discussion of Family Law

One possible teaching strategy which the attorney may incorporate into the class visit is to simulate a client interview with a volunteer student acting as the client. The client should be prepared to tell the attorney that he/she desires a divorce and why. The attorney,

through questions, will evoke what information is necessary and why, as well as explain procedure, fees, and duration of the proceedings.

E. Probate Speaker's Bureau/Milwaukee Bar Association
C/O Attorney John Evans
Telephone 765-8185

Readings for the Students

— Various pamphlets are published by the State Bar of Wisconsin. They are presently under revision and may be several months in the process. However, old copies may possibly be obtained through the speakers themselves.

VII. Law As A Regulatory Instrument

A. Source of Authority of Administrative Agency

B. Structure of Miscellaneous Administrative Agencies

C. Dispute - Settling Power of Hearing Examiner

Field Experiences

A. Grievance Hearings
State Office Building
819 North 6th Street, Milwaukee, Wisconsin

1. Unemployment Compensation
2. Equal Rights
3. Trade Practices (Agriculture Department)

Readings

— American Legal System, Unit I, Chapter 3; Unit II, Chapter 3

VIII. Law As An Instrument for Providing Public Benefits

A. Determination of the Burden and Distribution of Public Benefits

B. Taxation - The Cost of Public Benefits

Field Experiences

A. Milwaukee Common Council
Budget Session/Finance Committee Meeting

B. County Board of Supervisors
Finance Committee/Budget Hearing

Readings for the Students

— American Legal System, Unit I, Chapter 4; Unit II, Chapter 2

— "Your Property Tax Dollar" (Pamphlet), City of Milwaukee, Office of the City Comptroller, City Hall, 200 East Wells Street, Milwaukee, Wisconsin

IX. Limits of Law

A. Legal Limits of Dissent

B. Civil Disobedience and Moral Responsibility in the American Tradition

C. Law in Conflict With Social Values

Readings for the Students

— American Legal System, Unit V

— Conscience Versus the Law, Bernard Feder

— Democracy and Dissent, Xerox Educational Publications

— Dissent and Protest, David T. Naylor

X. Mock Trial

Time Period	3-4 hours
Preparation	2-3 weeks
Resources	Assistant District Attorney Defense Attorney (Private or Public) County or Circuit Court Judge (Criminal Division)

A highly motivating and effective teaching strategy is the mock trial. Great enthusiasm is generated by the use of an actual courtroom, the assistance of a prosecutor and a defense attorney for each student team, and the prospect of appearing before an actual circuit or county court judge.

The instructor should assign two or three students to act as attorneys for both the defense and the prosecution teams. Academic achievement, personal interest, and reliability are some of the criteria on which the attorneys may be selected. It should be made very clear that the greatest burden will fall on the attorney teams and that two weeks of preparation will be extremely demanding of the students' time. More than actual class time is necessary for a polished and comfortable presentation, and students may anticipate working together in the evenings or on weekends prior to the trials.

Arrangements should be initiated six to eight weeks in advance with the judge and the professional attorneys. A full morning or afternoon is needed for the trial, and it is most helpful if the judge can clear his court calendar for the duration. The judge should be furnished with a copy of the script as well as with a program indicating the names of the student attorneys and the witnesses. The judge should be informed that the students are to follow the rules of evidence and court protocol and that they should be sufficiently prepared in these areas by assisting counsel. The judge should be made aware that the Assistant District Attorney and the defense attorney will be advising the students throughout the proceedings but that they will not participate in the trial itself.

The attorneys should be asked to devote at least four to six hours of preparation to their student team. The instructor should help the students prior to their meetings with the attorneys in listing the strengths and

weaknesses in their case, in determining what evidence should possibly be introduced, and in formulating the questions for each witness. The actual correct wording of the questions should be supplied by the assisting attorney, but students should be prepared with the types of information they wish to elicit. This will save the attorneys' time and increase the level of sophistication of the actual trial.

Each witness should be furnished with his/her testimony and any relevant sketches, documents, etc. The witness should commit the information to memory in order to respond to questioning by either side. The defense team attorneys should receive a complete copy of the script; the prosecution receives only the testimony of its witnesses. (Note: Where notice of alibi is filed, as in State v. Tom Jones, the prosecution has access to the statements of the alibi witnesses.) The witnesses should work with the attorney teams in preparing a case and in embellishing their testimony. Certain other background facts must necessarily be added to give substance to the characters and this may be left to the students' imagination as long as it does not contradict or change the testimony stated in the script. Witnesses should be cautioned not to share testimony with the opposing side in order to lend authenticity to the simulation. Witnesses and attorneys should be instructed to dress according to their roles.

In order to create the atmosphere of unfamiliarity when hearing the case, it is better if the jury for the trial can be non-class members. A viable procedure is to present two different trials at two different dates and have one class serve as the jury for the other. This allows almost all students experience in both types of roles and responsibilities.

Ms. Paula Reiton
Milwaukee Public Schools

STATE OF WISCONSIN V. TOM JONES

Statement of Facts

The defendant, Tom Jones, is charged with having burglarized the Wel-bilt Building, located at 2120 West Clybourn Street, on Sunday, December 19, 1976. The defendant denies guilt and has filed a notice of alibi. The owner/manager of the building will establish that a burglary did indeed occur.

The defendant was arrested on the charge of burglary on December 28, 1976. The warrant for his arrest was issued on December 27, 1976, at 9 A.M. by a judge in the County of Milwaukee.

At the time of the alleged burglary the defendant was a work-release prisoner at the House of Correction in Franklin. If convicted of the offense of burglary his work-release privileges could be revoked. In addition, the defendant faces exposure of up to ten years in the state prison system.

The elements of the crime of burglary are as follows: (Wisconsin Statute 943.10) Intentional entry into a building, without the consent of the person in lawful possession, with intent to steal or commit a felony. Each element must be proved beyond a reasonable doubt, and may be proved by circumstantial evidence.

At the close of the trial, the judge shall instruct the jury, using Wisconsin Jury Instructions Nos. 100, 1421, 140, 170, 190, 160, and 515 in that order.

Witnesses for the Prosecution

Sam Davis: Police Officer
Barb Redford: Police Officer
Neil Diamond: Owner/Manager
Christy Minstrel: Secretary
James Taylor: Painting Contractor

Witnesses for the Defense

Tom Jones: Defendant
Daisy Mae: Friend
Carey Simon: House of Correction Officer

Officers of the Court

Judge
Bailiff
Prosecuting Attorneys
Defense Attorneys

Patrolman Sam Davis

My name is Sam Davis. I live at 5254 West Wisconsin Avenue, City of Milwaukee. I am employed by the City as a patrolman and have been so employed for 5½ years. On December 19, 1976, I was called to the Wel-Bilt Building at 2120 West Clybourn to investigate a possible burglary. I arrived with my squad car partner, Officer Barb Redford, at approximately 7 P.M. My partner went around to the back and side while I checked the front entrance and the garage entrance. As I approached the garage entrance, having checked the front entrance and found it locked, I observed the door open and a 1972 Plymouth 2-door vehicle with license plate OK 4250 began driving out of the garage. I came in contact with the driver, who is the defendant, Tom Jones, for approximately five minutes during which period of time the defendant told me that he was an employee at the Wel-Bilt Building and that he was dropping off some paint for a job and that he gained entry and exit to the garage through the use of the garage door opener, which he showed to me. I then went back into the garage with the defendant and observed no one else there. I checked the defendant's driver's license and noted the vehicle registration number. I am not sure whether there was one or two plates on the car. I allowed the defendant to leave after speaking briefly with him and proceeded to check the garage and the garage staircase to the inside of the building. I then returned to the front of the building where I was admitted by Mr. Neil Diamond, the owner and manager of the Wel-Bilt Building who had placed the call to the police. I observed no other citizens in the hall ways upon entering the building and checking the three floors. I observed no painting equipment in the area during that check, nor none later when I went back with Mr. Diamond to the garage area.

Officer Barb Redford

On Sunday, December 19, 1976, I was called to investigate a possible burglary at 2120 West Clybourn Avenue along with my partner, Sam Davis. We arrived there at approximately 7 P.M., a few minutes after receiving the call. I dropped my partner off at the front of the building. I parked the car and proceeded around to the rear of the building. The west side emergency exit was locked as was the back entrance. I observed no one enter or leave the building for several minutes and then I returned to the front of the building where I was admitted by Mr. Diamond. When inside I observed pry marks on the door leading to the office of the Wheel-and-Deal Real Estate Company as well as on the soda machine. The lock of the door had apparently been forced open with a tool of some sort.

Neil Diamond: Owner of the Wel-Bilt Building and the Wheel-and-Deal Real Estate Company, 2120 West Clybourn Avenue

My name is Neil Diamond. I reside at 9174 North 84th Street, City of Milwaukee. I am the owner of the Wel-Bilt Office Building as well as of the Wheel-and-Deal Real Estate Company, located at 2120 West Clybourn Avenue. On Sunday, December 19, 1976, at about 2 P.M. I went to my office in order to wall paper my office. Between 2 P.M. and 7 P.M. I did not observe any activity nor any

other individuals while I was there. Shortly before 7 P.M. I noticed through the stairway glass partition between my office and the outer office the figure of a man around my secretary's desk. The door to my own office was locked at the time but I saw that the individual had several objects in his hand. As he left the area I called the police. Several minutes later I saw the squad car arriving and then went downstairs to answer the officer who identified himself through the security intercom system. I do not know the defendant, Tom Jones, nor at any time did I give him permission to enter the premises at 2120 West Clybourn Avenue.

Missing from the outer office was my secretary's AM/FM radio and cassette player, a roll of stamps, a pen and pencil set, and several dollars from petty cash which is kept in the drawer there.

Christy Minstrel

My name is Christy Minstrel and I reside at 3131 North Prospect Avenue, City of Milwaukee. I am employed as a secretary at the Wheel-and-Deal Real Estate Company, located at 2120 West Clybourn Avenue and have been so employed for three and a half years. I have parking privileges in the garage and was issued keys to the doors and a garage opener by Mr. Neil Diamond, my boss. In the early part of September, 1976, while painters were working in the garage area at said building my garage door opener was taken from my car which was left unlocked. I gave no one permission to take or use the opener and it was never returned to me. Mr. Diamond issued me a new garage opener. I am not sure as to the exact date but I think it was a Wednesday in the early part of September while painters were working in the garage.

James Taylor

My name is James Taylor and I reside at 314 East Juneau Avenue, City of Milwaukee. I have done numerous painting jobs with my crew at the Wel-Bilt Building at 2120 West Clybourn Street and I was commissioned to do exterior and interior painting work in the garage there during the later summer months. The defendant, Tom Jones, was an employee of mine during August and September until he terminated his employment on September 15, 1976. The defendant was one of the workers assigned to work in the garage area during the month of September. None of the employees nor myself was ever issued keys or a garage opener to the Wel-Bilt Building.

Carey Simon (Subpoenaed by the defendant along with HS records)

My name is Carey Simon and I reside at 3131 South 31st Street, City of Milwaukee. I am employed as an official at the House of Correction in Franklin, Wisconsin. I remember checking the defendant, Tom Jones, into the House of Correction on the evening of Sunday, December 19, 1976, at approximately 7:45 P.M. Mr. Jones is one of the few work release prisoners who also has driving privileges.

Daisy Mae

My name is Daisy Mae and I reside at 718 North 23rd Street. I am a friend of Suzie Jones. On Sunday, December 19, 1976, I stopped to visit my friend, Suzie, at 2631 West Wells Street, to drop off some Christmas presents for their family. I was there for about a half-an hour or so, between 6:45 P.M. and 7:15 P.M. Her husband, Tom, was home visiting her that day. He is out at the House of Correction but can work and come home to visit on weekends but has to be back there at night.

RECORDS

1. House of Correction Sign-In Sheets
   Dated December 19, 1976: Tom Jones in at 7:35 P.M.
   Okayed by Carey Simon (signature of both parties)

2. James Taylor Painting Firm
   Record of Employees: Tom Jones - hired August 2, 1976
   Terminated September 19, 1976

   August 2, 1976 to August 15, 1976: Assigned to Slick's Pool Hall to paint windows

   August 16, 1976 to September 15, 1976: Assigned to Wel-Bilt Building to paint garage (interior work)

3. Affidavit of goods stolen from Wel-Bilt Building and Wheel-and-Deal Real Estate Company (signature of Neil Diamond and Christy Minstrel)

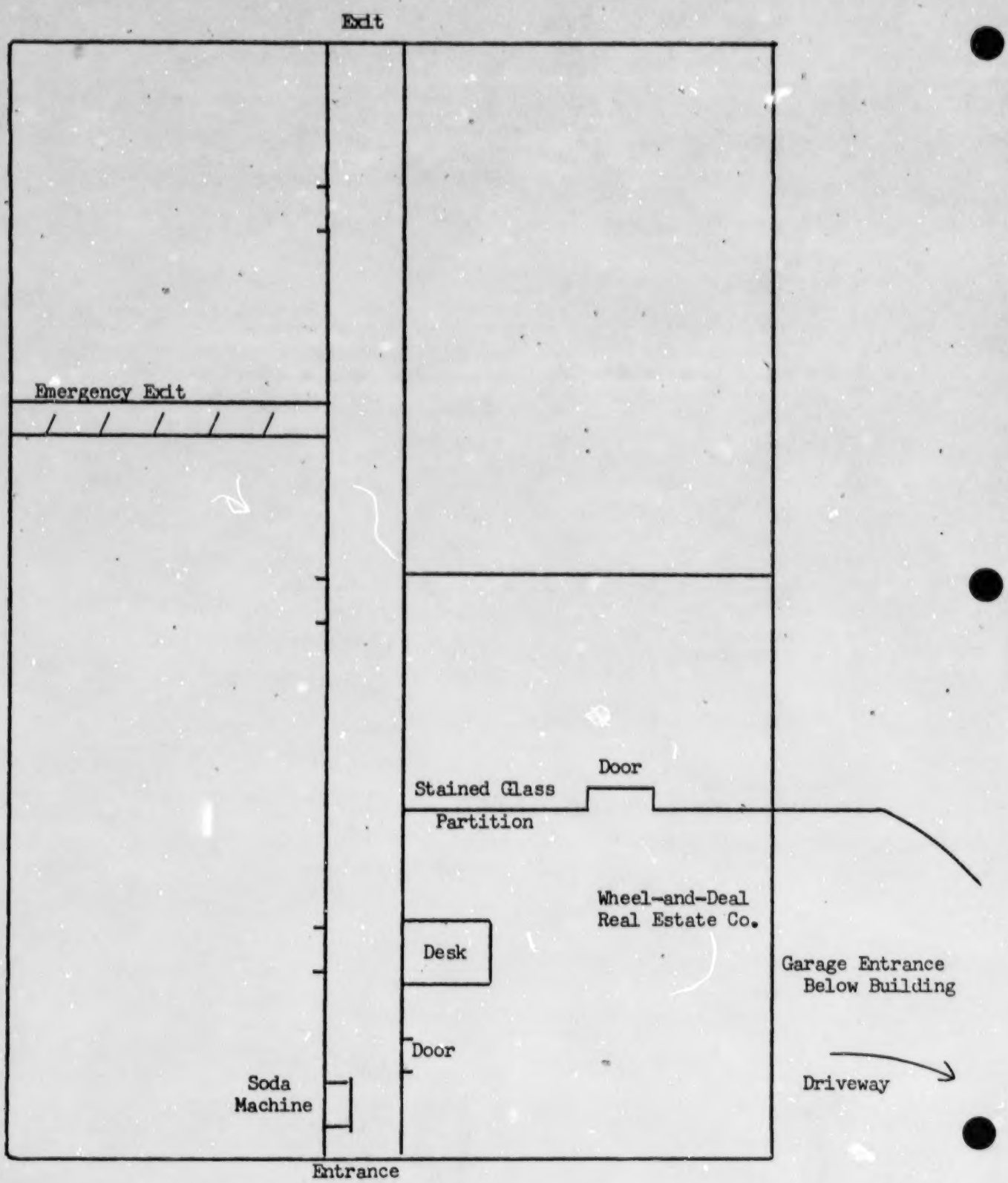
   AM/FM radio and cassette player (value $80)
   Roll of stamps (value approximately $10)
   Pen/Pencil set (value $25)
   Cash in an amount less than $10

4. Notice of Alibi (filed by Tom Jones)
   Tom Jones claims that on Sunday, December 19, 1976, he was visiting at his home, until 7:15 P.M. at which time he left for the House of Correction. He has put on that notice his wife, Suzie, and a family friend, Daisy Mae.

5. State of Wisconsin Vehicle Registration OK 4250
   registered to Tom Jones, 2631 West Wells Street, City of Milwaukee

   Original license issued April 1, 1975
   Temporary license applied for December 21, 1976

Second Floor - Wel-Bilt Building



For additional scripts for Mock Trials see Project Inquiry, Volume 2 of the Wisconsin Bar Foundation.

Appendix A

INTERNSHIP SUGGESTIONS

Criminal Law

District Attorney's Office: Charging and Complaint Session

There are several Assistant District Attorneys assigned to issuing charges and complaints against defendants. It is recommended that one assistant make the contacts with the rest of the staff and that students be assigned to observe on a rotating basis over a 4-6 week period.

District Attorney's Office: Pretrial Conference

It is possible to arrange for a single student to sit in on some plea negotiations. Contact one of the assistants assigned to this duty.

District Attorney's Office: Interviews/Visits to Crime Scenes/Law Conferences

Contact individuals who are assigned to prosecute certain cases and make arrangements for a student to accompany the prosecutor. The student must understand that information is confidential.

District Attorney's Office: Selected Research

After the students have completed a legal research project for the instructor, selected students who are sincerely interested could arrange to complete an assignment for an individual assistant district attorney.

Criminal Trial Judge

Arrangements may possibly be made for a student to observe some of the proceedings which occur in chambers. The Court Clerk may also provide some opportunities for experience.

Bailiff: Sheriff's Department

Bailiffs perform a wide variety of duties and could possibly have a student accompany him/her for a period of time.

Legal Reporter: Milwaukee Journal or Sentinel

A student could learn of the skills necessary for accurate reporting of legal matters.

Public Defender's Office/Legal Aid Society

Arrangements could be made with individual attorneys to have a student accompany him/her. The confidentiality of client interviews and the right to privacy may possibly preclude student observation of all facets of the defense attorney's office.

Probation and Parole Officer

Arrangements may be made with an individual officer to have a student accompany him/her on client interviews and home interviews. The right to privacy as well as parental consent are extremely important considerations in undertaking this assignment.

Milwaukee County Sheriff's Department - Welfare Fraud Unit/Traffic Patrol/ Eviction and Summons

Contact should be made with individual deputies to see if ride-along programs are feasible. Final approval from Sheriff Michael Wolke is a necessity. Also, legal liability for the students' safety during school time is a primary consideration.

City of Milwaukee - Police Department - Police Training Academy

Perhaps a student who is sincerely interested in a career as a police officer may be able to attend certain classes at the Academy for an overview of the cadets' daily routine.

Milwaukee Area Technical College

Classes for prospective police candidates are held here and selected students may be able to observe the various types of classes and assignments which these individuals receive.

Federal Bureau of Investigation (Al Perkins, 276-4684)

Perhaps certain on-site routine duties may be observed by highly motivated students. Inquiries should be made as to the opportunities for learning experiences.

Civil and Administrative Law

Private Attorneys: Tort, Contracts, Divorce, Property, Products Liability Law

Direct personal contact with individual attorneys in private practice is necessary. Certain firms will not allow students under any conditions due to the clients' right to strict confidentiality. Other attorneys

are willing to arrange for student involvement in a number of different ways — methods will vary with the individual.

Marquette Law School Project Outreach

Arrangements could be made with the law students who work with the Project Outreach Program to take Satellite Center students to law school classes. The permission of the professor is essential.

Better Business Bureau

Internships in regards to consumer complaints and legal action are available.

Department of Agriculture/Consumer Protection

The handling and investigation of consumer complaints are matters that may possibly be observed in a student internship placement.

Department of Justice/Consumer Protection

The handling of consumer complaints and the nature of related prosecutions are matters that may possibly be observed in a student internship placement.

State of Wisconsin Department of Labor, Industry, and Human Relations: Division of Equal Rights

In connection with the grievance hearings on discrimination charges, it may be possible for an individual hearing examiner to work out a program of research and discussion with highly motivated students.

Private Guard/Protective Services

Honeywell Monitoring Stations
Director: Bob Shirley
Telephone 276-7200

Perhaps students could observe installation and operations of various types of security devices.

Hargraves Security Services
5800 West Burleigh, Milwaukee, Wisconsin
Telephone 445-2000

Contact should be made to determine what possible opportunities could be developed for a student interested in security services as a career.

RESEARCH PROJECTS UTILIZING COMMUNITY RESOURCES

The Welfare System: Investigate the regulations, eligibility requirements, application procedures, statistics, and prosecution of welfare fraud in Milwaukee County.

Licenses: Investigate the procedures and requirements for obtaining 8-10 types of licenses in Milwaukee (i.e., taxi driver, radio, parade permit, etc.)

Minimum Wage Law: Research the historical background; current laws, exemptions, and grievance procedure for the effective enforcement of this law. Compare federal and state laws.

Unemployment Compensation: Research Wisconsin laws, procedures, and grievances. Attend several hearings in the State Office Building.

Discrimination: Sex, Age, Race, Ethnic Origin, Religion: Investigate Wisconsin law and attend several grievance hearings in the State Office Building.

Small Claims Court: Document the purpose, procedure and jurisdiction of this court; observe and record proceedings for several days.

Adoption and Foster Homes: Document the legal requirements and proceedings related to these topics. Investigate the public and private agencies which provide these services.

Divorce: Document the legal procedure, grounds, and statistics on divorce in Milwaukee County. Observe default and contested divorces in the County Courthouse.

Criminal Records and Proceedings: Observe all stages of criminal proceedings and research one or two complete cases in the Court Records Room. List and date each type of document on file and summarize the substance of its contents.

Municipal Court Observation: Chart and classify the types and number of violations, the pleas, and the disposition of cases over a 1-2 week period.

Civil Records and Proceedings: Observe various types of civil proceedings. Research the files on one or two lawsuits. List and date each type of document in the records and summarize the substance of its contents. Trace the development and disposition of the cases.

Probation: Investigate and evaluate the services provided for persons on probation in Milwaukee County; document the legal policies governing probation; the District Attorney's guidelines for recommending probation; various judges' attitudes in placing offenders on probation.

Consumer Problems: Research the cost of credit (banks, credit unions, private loan companies) and the procedure and effects of filing for bankruptcy; the use of courts to settle consumer disputes; agencies which assist the consumer.

The Jury: Investigate the requirements for being a juror in Milwaukee County; the procedure for selecting jurors; duration of assignment; observe several voir dires and note techniques used by the prosecuting and defense attorneys. Study the problems of the jury system and suggestions for change. Contrast the U.S. with the British system.

Survey: Economic Impact of Crime on the Downtown Area: Prepare and conduct a survey of merchants and shoppers in the downtown area. Analyze the data.

Urban Redevelopment Projects: Investigate proposals for urban redevelopment or new construction in the City of Milwaukee. Study the legal implementation of the city's right of eminent domain; investigate the controversy over fragmentation of neighborhoods and community resistance to urban planning and reconstruction.

Zoning: Research the types of zoning laws and the legal procedure which is necessary to obtain changes in the laws. Attend meetings of the City of Milwaukee's Board of Standards and Appeals.

Appendix B

WORKSHEETS/STUDY GUIDES

#1 Court Observation Record

This type of outline form can be utilized to structure student observation of court proceedings. The purpose is to develop more critical observation skills through a guided format for note taking. These records could be evaluated by the instructor according to the individual needs and objectives of the class.

Developed by: Paula Reiton
Milwaukee, WI

COURT OBSERVATION RECORDS - CRIMINAL DIVISION

DATE _____ JUDGE _____

CASE NO. _____ CHARGE _____

STAGE OF CRIMINAL PROCEDURE _____

RESULT OF PROCEEDING _____

STATE'S WITNESSES (if appropriate) _____

_____

_____

DEFENSE'S WITNESSES (if appropriate) _____

_____

DATE CRIME ALLEGEDLY OCCURRED _____

COMMENTS/NOTES _____

_____

_____

TIME PROCEEDING INITIATED _____ TIME PROCEEDING CONCLUDED _____

COURT OBSERVATION RECORDS - CIVIL DIVISION

DATE _____ JUDGE _____

CASE NO. _____ TYPE OF COURT _____

NATURE OF LITIGATION OR PROCEEDING _____

_____

PLAINTIFF'S CLAIM _____

_____

_____

DEFENDANT'S CASE _____

_____

DATE OF CLAIM OR INCIDENT _____

_____

ADDITIONAL NOTES _____

_____

TIME PROCEEDING INITIATED _____ TIME PROCEEDING CONCLUDED _____

Appendix B

#2 Interpreting The Criminal Statutes

This exercise is designed to introduce students to the criminal statutes of Wisconsin. Students must become familiar with the elements of crimes and the legal reasoning that is necessary to apply and enforce the law. In addition to learning the correct legal terminology, students will also be simulating one of the primary duties of the district attorney -- the charging of suspects. This exercise should also be utilized in preparation for student placement/internship in the charging and complaint sessions of the District Attorney's office.

Developed by
Paula Reiton

#2

INTERPRETING THE CRIMINAL STATUTES

DIRECTIONS:
1. Carefully read the facts presented in each case.
2. Decide if a criminal offense has occurred. If not, explain.
3. Classify the offense as a crime against person or bodily security/property/reputation or civil liberties/public safety.
4. Decide what the correct charge should be for each set of circumstances that involves criminal activity. Cite the Statute Number and Correct Terms.

1. Jack the Ripper forces a passerby into the nearby alley, threatens him by holding a knife to his throat, and demands his money. The victim struggles and the knife slits his throat. The victim later dies of the injury sustained.

---

2. Jack Jones is playing frisbee with some friends in a vacant lot. As he chases a particularly wild throw he keeps his eye on the frisbee and collides with a very small young girl. He knocks her to the ground and she suffers a slight concussion and fractured ribs due to the impact.

---

3. Mrs. Straightlace comes home one evening from ceramics class to find her husband romantically involved with a very attractive neighbor. Mrs. Straightlace begins to scream, curse, and throw things around the room. She then picks up a kitchen knife and lunges at her husband. He later dies.

---

4. Mary Smith rents a car from Hertz and pays for it in advance. After the week is over she does not return the car and, despite repeated calls to her from the Hertz agency, she does not bring the car back. Three weeks pass in this fashion.

---

5. Harry Hunter is cleaning his rifle in the backyard of his home which borders on a school playground. It is Saturday and a few children are using the playground. Harry decides to test out the gun once he has cleaned it, and he lines up a few empty beer cans. Confident that he is a good shot (he holds several medals from the Rifle Club tournaments) he aims. One of the bullets, instead of piercing the beer can, ricochets off it into the playground nearby and strikes a young child. The child is seriously injured. The experts agree that the incident is a freak situation.

---

6. Sam, the owner of a hardware store, is quite despondent about the loss of business he has suffered due to the competition from the new chain stores that have recently entered the area. He sets fire to his store, feeling that the only way he can recover his losses is to collect the maximum on his insurance policy.

---

7. Bad Borton breaks into a house and makes off with the television set. No one is home, but as he is entering his van he is apprehended by the police on their local rounds. Upon being frisked a four-inch knife is found on him as well.

---

8. Horrible Hannah shoves the old neighbor lady and then makes off with the lady's purse containing 15 dollars.

---

9. Fancy Fran enters a large department store, tries on several dresses in the fitting room, swaps price tags so that the dress she wants will cost twenty dollars less, and then proceeds to the cash register to pay.

---

10. Miserable Maureen has just seen her former boyfriend having an absolutely wonderful time with his new and very pretty girlfriend. At the party which they are all attending Maureen keeps drinking to drown her sorrows. On the way home she loses control of the car and collides head-on with the vehicle approaching from the opposite direction. The passenger in the oncoming auto is killed.

---

11. John and Mary are very "hip" and decide that marriage is not "their thing". They therefore live together and let it be known to their neighbors that they have no intention of getting married because they don't "buy the system". The landlord calls the police.

---

12. Hasseled Harold is on the witness stand and is being questioned about an armed robbery. He denies having seen the incident in question because if his wife finds out that he did indeed witness the armed robbery she will also find out that he was with another woman instead of playing cards that evening. He probably would not have seen the robbery if he had walked down the street a few minutes sooner.

---

13. Mark Mechanic is closing up his garage for the night when a young boy wanders in the side door while Mark is out front turning off the lights and locking the gas pumps. Mark goes back into the garage, looks around, shuts off the interior lights and at the same time pushes the switch that lowers the lift. The young child is found crushed there the next morning.

---

14. Oppressed Oscar decides to burn down the school in return for all the sixteen years he has "suffered" there. He waits until it is late at night to be sure that no one is in the building. He then ignites the blaze. Unknown to Oscar, his gym teacher has fallen asleep after the game and remained in the locker room. The teacher was killed in the blaze.

---

15. Jack Jones climbs to the top of a high-rise building and begins to snipe wildly into the crowd below with his high-powered rifle. Several persons are killed.

---

16. Jack Bolder enters a liquor store and, keeping his hand in his pocket, orders the clerk to hand over the money or "he will blast him full of holes". The clerk is frightened and hands over the money. When Jack is arrested as he is running out the back alley it is discovered that he has no weapon in his pocket.

---

17. Four men become involved in a bar room brawl. One of them breaks a chair over another's head. The man later dies of the injuries sustained during the incident.

---

18. Mary Moocher borrows her friend's stereo and refuses to return it after repeatedly being asked to do so by her friend. Mary claims that "possession is nine-tenths of the law".

---

19. John Executive uses company funds to build his summer cottage.

---

20. After finishing his day's work, Bobby Builder is arranging his tools on the scaffolding. One of the tools slips off of the edge and strikes a passer-by below. The passer-by later dies of the injuries sustained.

#3 Administrative Laws With Worksheet

This reproduction of the Motor Vehicle Trade and Repair Practices is intended to familiarize students with the scope of administrative law and the powers of regulatory agencies. This particular selection is included because of the customary high degree of student interest in cars and car repairs. Similar exercises can be designed for other areas of administrative law, e.g. natural resources, transportation, environmental concerns, equal rights.

For the body of the law, refer to Wisconsin State Statutes, Motor Vehicle Trade Practices, Chapter MVD24 and Motor Vehicle Repair, Chapter A6 132.

WORKSHEET TO ACCOMPANY MOTOR VEHICLE TRADE PRACTICES AND MOTOR VEHICLE REPAIR REGULATIONS IN THE STATE OF WISCONSIN

UNDERSTANDING THE ADMINISTRATIVE CODE
Answer the following questions based upon your reading of the Motor Vehicle Code with which you have been provided and upon class discussion of the Code.

1. Motor Vehicle Trade Practices are under the jurisdiction of what regulatory agency of the State of Wisconsin? _____

2. Motor Vehicle Repair Practices are under the jurisdiction of what regulatory agency of the State of Wisconsin? _____

3. Since these rulings are made by regulatory and administrative agencies and NOT by the state legislature, they are not called laws but _____.

4. Since the legislature did not make these rulings itself, how is it that the departments listed above have the power to make these rules and then enforce them if they are violated? _____

_____

_____

5. If you had a complaint concerning automotive repairs here in Milwaukee, to what local address would you make your complaint? (Hint: Use Telephone Directory) _____

_____

6. A repair shop must furnish customers with estimates on all repairs which most likely will cost more than $ _____.

7. What do you think is the intent of "AG 132.05"? _____

_____

_____

8. For how long shall repair shops maintain records for inspection by government agencies? _____

9. After reading through the Wisconsin Motor Vehicle Repair regulations, what do you understand to be the main purpose of these regulations?

_____

_____

_____

10. According to Chapter MVD 24, if a car dealer wants to call himself the "largest" dealer around, what else must be stated in his advertisement?

_____

_____

Give a specific example to show that you understand this regulation.

_____

_____

11. What does "as-is" mean in car dealing and sales? _____

_____

_____

12. According to MVD 24.04 (h), what safeguards protect the buyer of an "as-is" vehicle? _____

_____

_____

13. If you plan to buy a "new" car, what would be the difference between an "executive" and a "demonstrator"? _____

_____

_____

14. After reading MVD 24.02 on Advertising and Sales Representation very carefully (several times through), watch television or listen to the radio to several car dealers' commercials. Note the language used and write down apparent violations of the code, if any. Note the name of the dealer, the radio or TV station, the date and time. MAKE A SMALL CHART IN YOUR OWN NOTES TO RECORD THIS INFORMATION. LISTEN TO FOUR OR FIVE DIFFERENT COMMERCIALS AND RECORD THE DATA.

Appendix B

#4 GUIDE TO LEGAL RESEARCH

This guide has been prepared to assist students in the use of the law library (Milwaukee County Courthouse). The objective of this type of long-range assignment is twofold; first, to give students an opportunity to learn first-hand the nature of typical law school assignments. Second, to expose students to the source of judge-made law and the importance of judicial interpretation.

It is suggested that topics in constitutional law be assigned rather than subjects in tort or contract law. Historical research on the topic is required before students select the actual cases and citations. Written summaries of the issue, facts, decision, and opinions can be expected after the research is completed. The students need, on the average, two to four hours to locate, read, and summarize a case. A caseload of three provides an adequate balance of work and variety of issues within the given topic.

The following list includes topics in constitutional law which are feasible for high school student research and restrictive in scope for the time period allotted.

Resource materials which will introduce students to the historical background and some specific cases include:

The Law, the Supreme Court, and the People's Rights, Ann Fagan Ginger

The Bill of Rights, A Sourcebook, Cohen, et al.

The Meaning of the Constitution, Angela Rodney Holder

Freedom of Speech - Obscenity
Freedom of Speech - Seditious Speech
Freedom of Speech - Libel
Freedom of Religion
Freedom of Press - Confidentiality of Sources
Freedom of Press - Obscenity
Freedom of Association - NAACP Cases
Freedom of Association - Labor Unions Picketing
Right of Privacy - Political or Family
Freedom from Unreasonable Search
Rights after Arrest
Right to Counsel
Privilege Against Self-Incrimination
Right to Trial by Impartial Jury
Freedom from Cruel and Unusual Punishment
Rights of Juveniles
Equality in Education
Equality in Voting
Equality in Public Accommodations
Equality in Housing
Equality in Employment

Appendix B

Adapted for classroom use by Paula Reiton, MPS, from: Ronald Gerlach and Lynne Lamprecht, TEACHING ABOUT THE LAW, W.H. Anderson Company, 1975.

#4

GUIDE TO LEGAL RESEARCH

Legal research is based on CASES. Cases are located by the use of CITATIONS. A typical legal citation (reference) looks like this:

Terry v. Ohio, 392 U.S. 1, 20 L.Ed.2d 889, 88 S.Ct. 1868(1968)

* * * * * * * * * * * * * * * * *

This collection of proper names, numbers, and abbreviations and a date is known as a CITATION.

A case citation begins with the NAME of the case -- plaintiff or appellant versus the defendant or appellee.

The numbers and abbreviations are grouped in sets and separated by commas. These indicate each set of reference books in which the case can be found.

The FIRST NUMBER in each set is the VOLUME NUMBER.

The ABBREVIATION stands for the name of the series of the books which have printed that court decision. Each series will generally contain cases which have been decided at the same court level, that is, state, federal district, federal appeals, or Supreme Court.

The NUMBER FOLLOWING the abbreviation is the PAGE NUMBER of the volume on which the case begins. Sometimes there will be two numbers after the abbreviation. In this situation, the first number refers to the page where the case begins in that book; the second number refers to the actual quotation or material taken from within that case.

The NUMBER IN PARENTHESES is the DATE or the year in which the case was decided.

Terry v. Ohio can be located in _____ different sets of books. It was decided in the year _____. All of these citations refer to the _____ level.

ABBREVIATIONS AND THE VARIOUS COURTS

I. SUPREME COURT DECISIONS

1. United States Supreme Court Reports (U.S.)

2. Lawyers' Edition, United States Supreme Court Reports (L.Ed. and L.Ed. 2b)

3. Supreme Court Reporter (S.Ct.)

All three of these reference volumes deal with cases decided by the Supreme Court of the United States. Each case is introduced by a brief summary of what the case was about and what the justices decided. Following the summary, all the reporters have a listing of short excerpts from the opinion called "headnotes", which are the highlights of the court's opinion.

The headnotes in the Lawyers' Edition and the Supreme Court Reporters are set off by topic headings. These are extremely helpful research aids.

For example, in Terry v. Ohio, some of the topic headings are "Searches and Seizures", "Constitutional Law", and "Criminal Law". These are the subject headings you would look under in the card catalogue and in other types of legal references in order to DO FURTHER RESEARCH.

NOTE: Each volume of the Supreme Court Reporters contains an alphabetical listing of the cases. This may be helpful in locating a case when you do not have the complete citation but do have the name and the year.

II. RECENT SUPREME COURT CASES

United States Law Week (U.S.L.W.)

This is a weekly magazine which reports the full text of each Supreme Court case as soon as it has been decided. These magazines are chronologically placed into a loose-leaf binder which is located near the reference desk. At the beginning there are subject headings followed by a brief description of the case and the page number where the complete text is located.

III. STATE AND LOCAL CASES

1. Wisconsin Reports

These contain cases which have been decided by the Wisconsin Supreme Court, the only appeals court in this state.

2. Regional Reporters of the West Publishing Company

Selected appeals court decisions and all State Supreme Court decisions are also printed in a series of regional reporters. The regional reporters and their abbreviations are:

Atlantic (A., A.2d)
Pacific (P., P.2d)
Southern (So., So.2d)
South Western (S.W., S.W. 2d)
North Western (N.W., N.W. 2d)
North Eastern (N.E., N.E. 2d)
South Eastern (S.E., S.E. 2d)

EXAMPLE: Before Terry v. Ohio went to the Supreme Court of the U.S. it was appealed in the state of Ohio. This is the citation for the decisions at the state level.

State v. Terry, 5 Ohio App. 2d 122, 214 N.E. 2d 114 (1966)

IV. LOWER FEDERAL COURT CASES

1. Federal Supplement (F. Supp.)

Cases which are heard by the United States District Courts

2. Federal Reporter (F., F.2d)

Cases which are decided by the United States Courts of Appeals.

If the United States Supreme Court decides to hear or not to hear a case, it is said to grant or deny "certiorari". This will often appear in a citation as well.

V. LEGAL ENCYCLOPEDIAS

1. American Jurisprudence (Am.Jur.) and (Am.Jur.2d)

This is organized alphabetically by subjects. The subject headings correspond to the same topic headings which are used in other reporters.

VI. LAWS AND ORDINANCES

1. Federal laws are found in the UNITED STATES CODE (U.S.C.)

2. State laws will be designated by the name of the state and the word "statute" or "code".

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Appendix B

A LIFE FOR A LIFE: THE ULTIMATE PUNISHMENT

#5

The Execution of Criminals Has a Long History and is Still Widely Followed in Many Nations

By: Waldon R. Porterfield of The Journal Staff

The last man hanged in Wisconsin went to the gallows before 5,000 spectators in Kenosha August 21, 1851. He was John McCaffrey, 41, a laborer.

McCaffrey and his 39 year old wife had a record of family trouble brawls. The evening of July 22, 1850, her body was found in a well four feet square, eight feet deep and containing a foot of stagnant water in the rear of their shack on the Kenosha outskirts. Her scalp was cut, and there were numerous bruises on her throat, indicating she had been choked. After jamming her body into the well, the slayer had jumped on it, stamping it down with his feet.

McCaffrey, missing from home, was apprehended at 9 that night. He denied killing his wife, but was convicted by a jury after 90 minutes deliberation and was sentenced to be hanged. It was decided the execution should be public. The state's first governor, Nelson Dewey, refused a request for clemency.

Gibbet Was Erected in Public Square

The gibbet was erected on a platform in the center of the public square. For two days before the hanging, the curious arrived in town in lumber wagons, covered wagons, buggies, on horseback and afoot. It looked like circus day in town. At 1 p.m. the day of the hanging, Sheriff Nathan R. Allen mounted the scaffold before the silent throng. The whiskered, shabbily dressed McCaffrey shuffled the block from the jail to the gallows, looking straight ahead as a priest walked at his side, praying aloud. He was helped to the platform, standing directly under the gibbet, and was blindfolded with a red handkerchief. A black bag was placed over his head.

When the noose was arranged, the sheriff asked him, "Are you ready?"

No answer.

A second time the sheriff said, "Are you ready?"

Again, silence.

Allen then walked to the side of the gallows, yanked a rope, and the trap was sprung. The crowd gasped as McCaffrey fell to his doom. It was all over in 10 minutes, and the thousands began to disperse.

Newspapers throughout the Midwest carried long accounts of the execution, and the Milwaukee papers were full of sentiment against capital punishment as editors, preachers and others excoriated the hanging and what was called the carnival atmosphere in which it was conducted. Public opinion became so strong that a

Legislature pledged to abolition of the death penalty was elected the following autumn. Both houses, with little opposition, voted in 1853 to end capital punishment, and Wisconsin's second governor, Leonard J. Farwell, signed the bill, which is still in force.

Supreme Court Upheld Death Penalty

Recently, the U.S. Supreme Court upheld the death penalty as a punishment for murder, but restricted the power of states to make it mandatory. The court, in a 7 to 2 ruling, said the death penalty was not cruel and unusual punishment banned by the Constitution. The court approved laws in Florida, Georgia and Texas because they do not make the death penalty mandatory and give juries and judges guidelines for imposing it. However, in a separate 5 to 4 decision, the court struck down laws in Louisiana and North Carolina that make the penalty mandatory for several kinds of murder.

The death penalty's earliest recorded uses often involved bizarre punishments for trivial offenses. Condemned prisoners were slowly devoured alive by vermin and insects in ancient Persia. Babylonians, in 2000 B.C. were executed for selling beer illegally. The Hebrews condemned those who cursed their fathers or mothers or broke the Sabbath. Sitting on the king's throne in Persia, sacrilege in ancient Greece or stealing a spouse's key to the family wine cellar in the early Roman republic evoked the death penalty.

In the Middle Ages capital punishment involved mutilation, amputation, breaking at the rack, boiling in oil and burning at the stake. It was only in 1772 in England that pressing to death with weights on the chest was abolished. The last burning at the stake there was in 1789. In 19th century England, the stealing of five shillings was punishable by death.

Capital punishment was brought to America from England by the colonists. The Massachusetts Bay colonists favored public hangings. Capital offenses included witchcraft, idolatry, blasphemy and sexual perversion. In Virginia the death penalty could be imposed from 1612 to 1619 for trading with the Indians, killing farm animals without permission and stealing grapes. In 1665, 11 capital crimes in New York included kidnaping, premeditated murder, sodomy and denial of the king's rights. Although the English penal code followed by the colonists prescribed execution for a number of offenses, including burglary and arson, the settlers did not enforce provisions for petty actions that were capital in Britain, including poaching on royal land and pickpocketing a lace handkerchief. The colony of Pennsylvania, where there was Quaker influence, limited capital punishment to willful murder and treason.

One of the first citizens to publicly support abolition of the death penalty was Dr. Benjamin Rush, a Philadelphia physician. In 1787 he called it an "absurd and un-Christian practice." Pennsylvania ended capital punishment, except for first degree murder, in 1749.

Several states reduced the number of capital crimes over the next two decades and total abolition began with Michigan in 1846. The state still has no death penalty. Rhode Island followed in 1852, then re-established capital punishment and now has two men on death row. Other states that ended capital punishment include West Virginia, Vermont, Iowa, Oregon, Hawaii, Alaska, North Dakota, Maine and Minnesota.

The list of capital crimes has narrowed in America, but modern times brought a new one punishable by execution under federal law -- an airplane hijacking in which someone is killed.

No U.S. Execution in Nine Years

Nobody has been executed in the U.S. since June 2, 1967, when Luis Monge went to the gas chamber at the Colorado State Penitentiary for murdering his pregnant wife and three of their children.

Statistics show a steady decline in executions in the U.S. since 1935, when 199 persons were put to death. In 1940 there were 124 executions; 82 in 1950; 56 in 1960 and only two, including Monge, in 1967.

There are now 572 men and 10 women on death rows in 30 states, with 539 of the total awaiting execution for murder, sometimes combined with other crimes.

The U.S. is far from alone in its use of the death penalty in some states. Only 27 United Nations members have abolished the penalty by law or custom. More than 100 countries routinely use capital punishment for a variety of crimes.

U.N. polls have shown that, worldwide, public opinion favors the death penalty.

Appendix B

#6 OUTLINE HISTORY OF SEARCH AND SEIZURE

Procedure sometimes seems dull and one often hears procedural rules dismissed carelessly as "mere legal technicalities". Yet Justice Frankfurter did not exaggerate in saying that "the history of liberty has largely been the history of observance of procedural safeguards".

Amendments IV, V, and VI are concerned largely with procedural rights of Americans, that is, with the ways in which government must behave in relation to its citizens.

The article deals with one of the most complex of these limitations on governmental power, the Fourth Amendment. It guarantees "the right of people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures". It promises that no search warrants can be issued except "upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

Nothing is more important to freedom or to the exercise of other rights assured by the Constitution than to be secure against arbitrary arrest and imprisonment and against random invasion of one's privacy by nosy, power hungry agents of government.

The Fourth Amendment, we should remember, forbids only "unreasonable" searches and seizures. Reasonableness is a disputed term but over the years the courts have defined its main characteristics.

FIRST, a search to be "reasonable", must have "probable cause" -- something more than the searcher's guesswork or suspicion -- to justify it. In short, there must be information, sworn to by some responsible person, sufficient to justify a reasonable man in believing that stolen property of the instruments of a crime or certain kinds of evidence may be found by an authorized search.

SECOND, to be reasonable, a search must be approved in advance (with rare exceptions) by a neutral judge.

The men who wrote the Fourth Amendment were no mere theorists. They were all too familiar with random searches and arbitrary arrests conducted under the authority of writs of assistance and general warrants by the British soldiers.

Indeed, these were among the chief grievance that led to the American rebellion. The idea that a man's home was his castle -- that, however humble it might be, the king's men could not enter it without a proper warrant -- was already firmly established in England. The colonists felt that they were entitled to the same right of privacy.

Privacy is nowhere mentioned in the Constitution under that term. At best, it is an elusive and elastic concept, and just what degree of it the authors of the Constitution meant to assure has sparked much argument.

TELEPHONE TAPPING

A great debate on the subject grew out of a landmark case (Olmstead v. United States) that came before the Supreme Court in 1928 -- the first case testing whether the tapping of a telephone constituted an "unreasonable search" in the sense forbidden by the Fourth Amendment.

A gang of bootleggers had been selling liquor smuggled into the State of Washington. Over a period of many months, federal prohibition agents tapped telephones in the homes and offices of the bootleggers and listened to them take order for liquor. Stenographic notes of these conversations were used to convict the bootleggers. Did this constitute an unreasonable search?

The court, dividing five to four, said "No". "The Fourth Amendment," Chief Justice Taft wrote for the majority, "does not forbid what was done here. There was no seizure. The evidence was secured by the sense of hearing and that only. There was no entry of the houses or offices of the defendants."

Justice Brandeis wrote the dissenting opinion. He argued that the Fourth Amendment was designed not merely to protect private premises against intrusion but also to safeguard a right of privacy essential to the ideas of human dignity and political liberty.

It took almost 40 years for the courts to accept Brandeis' dissenting view of 1928. In 1967 the Court refused to accept evidence obtained from phone taps.

THIRD, to be reasonable, a search must be specific in regard to the place to be searched and to object to be sought. Rummaging and ransacking premises on "fishing expeditions" are not "reasonable".

RULES FOR ARREST

The rules regarding arrest are a little looser. Arrests may be made without getting an arrest warrant in advance, BUT ONLY when the police have "probable cause" to charge someone with a particular crime. Then they must take the arrested person without unnecessary delay in front of a magistrate to determine the validity of the arrest. The Constitution, in brief, allows policemen to arrest but delegates to judicial authorities the decision to detain.

The development of the law governing search and seizure has been erratic. Long-standing common law tradition held that courts should ignore police practices in obtaining evidence so long as the police did not resort to physical coercion and so long as the evidence presented was competent and relevant.

SEIZURE OF EVIDENCE

In a landmark case decided in 1914, however, the Supreme Court ruled unanimously that in federal trials it would no longer accept evidence obtained through violation of the Constitution.

The case Weeks v. United States involved the seizure of some papers in plain violation of the Fourth Amendment. "If letters and private documents can thus be seized and held and used in evidence against a citizen accused of an offense," the court declared, then the citizen's right "to be secure against such searches and seizures is of no value, and, so far as those thus placed are concerned, might as well be stricken from the Constitution."

Note that this was in a federal trial. As late as 1940 (in Wolf v. Colorado) the court ruled that the admission in state trials of evidence obtained by an unreasonable search and seizure was not in violation of the federal Constitution. Not until 1961 did the court change its mind and decide (in Mapp v. Ohio) that "all evidence obtained by searches and seizures in violation of the Constitution is, by that same authority, inadmissible in a state court."

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Appendix C

#1 RESOURCES - SPEAKERS

Attorneys-at-law, professionals in corrections and law enforcement can be requested to speak to classes through the services of Project Inquiry of The Milwaukee Junior Bar Association. Arrangements can be made through the coordinators.

Mrs. Diana Strauss, Telephone: 352-6633

Mrs. Karen Goodstein, Telephone: 352-7210

A follow-up letter detailing the topics, dates, times, the school's location and parking facilities should be sent to the coordinator. It is recommended that the instructor obtain the name and telephone number of the speaker and contact him/her one-two weeks in advance with information as to the nature of the class and the students' preparation. Attorneys often appreciate receiving a copy of students' reading material and/or teacher lecture notes and often appreciate suggestions on possible materials which they could review with the students.

A specialized speakers' bureau for Probate Law is provided by the Milwaukee Bar Association. Contact:

Probate Speakers' Bureau
Attorney John Ewans
Telephone: 765-8185

Appendix C

#2 LEGAL SERVICES AVAILABLE IN THE MILWAUKEE AREA
(Hours are generally 9 to 5 M-F; call first)

SERVICE	ADDRESS		PHONE
Legal Aid Society - Civil Division	1204 W. Wisconsin Avenue		765-0600
Criminal Division (Public Defender)	Safety Building Rm 603-felonies 821 West State Rm 603A-misdemeanors*		278-4394 278-4830
Juvenile Division (Public Defender)	Childrens' Court Center 10201 Watertown Plank Road		257-7728
Milwaukee Legal Services - Civil Cases only			
North Side Office	2535 West Center Street		372-2800
South Side Office	1006 South 10th Street		645-9022
Note: Appointments limited to 1:30 to 4:30 Mon., Tues., Thurs. & Fri.			
Milwaukee County District Attorney	Safety Building 821 West State Street, Rm 406		278-4046
Consumer Division, non-support, etc.			
Wisconsin Attorney General Office of Consumer Protection	819 North 6th Street, Rm 520		224-1867
Milwaukee Bar Center Lawyer Referral Service Note: Appointments limited to 1-4 p.m., M-F, and 10 a.m.-Noon, Mon., Tues, Thurs, Fri.	740 N. Plankinton, Rm 610		271-3033
Wisconsin Civil Liberties Union	1840 North Farwell, Suite #1		272-4032
Wisconsin Information Service	ask for Dorothy		276-0760
Wisconsin Institute for Divorce (Men's Divorce)			383-4159
Divorce Pro-tem (Women's Divorce)		(Barbara) (Alice)	744-6813 871-1363
Milwaukee Tenants Union	1000 South 16th Street		645-7000

*Representation is limited to those cases in which a jail term is possible

Appendix C

#3 REFERENCE MATERIALS FOR STUDENTS

Bozzone, John Peter et. al, Justice and Order Through Law. Lexington: Ginn and Company, 1974.

Bragdon, Harry W. and John C. Pittenger, The Pursuit of Justice. New York: MacMillan Company, 1969.

Feder, Bernard, Conscience Versus The Law. New York: Globe Book Company, 1975.

Holder, Angela Rodney, The Meaning of the Constitution. Woodbury: Barron's Education Services, 1974.

Milwaukee Journal, Judging Justice: A Report on Our Criminal Courts, 1974.

Milwaukee Public Schools, The Plea Bargain, 1975.

Milwaukee Sentinel, Crime: Fact and Fear, 1976.

Naylor, David T., Dissent and Protest. Rochelle Park: Hayden Book Company, 1974.

Ratcliffe, Robert, editor, Great Cases of The Supreme Court. Boston: Houghton Mifflin, 1971.

Ratcliffe, Robert, editor, Justice in Urban America. Boston: Houghton Mifflin Company, 1974.
Law and the City
Crimes and Justice
Youth and the Law
Law and the Consumer
Poverty and Welfare
Landlord and Tenant

Ratcliffe, Robert, editor, Vital Issues of the Constitution. Boston: Houghton Mifflin, 1971.

Ross, Reginald, Twelve Angry Men. (A one-act drama)

Rubenstein, Richard E., Great Courtroom Battles. Chicago: Playboy Press, 1973.

Starr, Isidore, The Supreme Court and Contemporary Issues. Chicago: Encyclopedia Britannica, 1969.

Summers, Robert S. et. al, The American Legal System. Lexington: Ginn and Company, 1974.

Xerox Educational Publications, Columbus: 1972.
Privacy - The Control of Personal Information
The Law Suit - Legal Reasoning and Civil Procedure
Rights of the Accused: Criminal Procedure and Public Security
Religious Freedom: Minority Faiths and Majority Rule

#4 REFERENCE MATERIALS FOR THE INSTRUCTOR

American Bar Association, Attorney's Source Book: High School Law Program. Chicago, 1973.

American Bar Association, Bibliography of Law Related Curriculum Materials: Annotated (Second Edition). Chicago; 1976.

American Bar Association, Gaming: An Annotated Catalogue of Law Related Games and Simulations. Chicago, 1975.

Clark, Todd, Police Patrol, Teacher's Manual for Simulation Activity. Simile II, La Jolla, 1973.

Cohen, William et. al., The Bill of Rights: A Source Book. Benziger Brothers, 1968.

Fortas, Abe, Concerning Dissent and Civil Disobedience. New York: New American Library, 1968.

Gifis, Steven H., Law Dictionary. Woodbury: Barron's Educational Series, Inc., 1975.

Ginger, Ann Fagan, The Law, The Supreme Court, and The People's Rights. Woodbury: Barron's Educational Series, Second Edition, 1977.

Milwaukee Public Schools, Justice and You, Teacher's Guide. Milwaukee, 1975.

Summers, Robert S. and Charles G. Howard, The Law, Its Nature, Functions, and Limits (Second Edition). Englewood Cliffs: Prentice Hall, Inc., 1972.

Wisconsin Bar Foundation, Inquiry: Instructional Materials, Volumes 1 and 2. Madison, 1974.

PERIODICALS

"Law in American Society," Journal of The National Center for Law Focused Education, Chicago.

"Update" American Bar Association, Special Committee on Youth Education for Citizenship, Chicago.

"Bill of Rights in Action," Constitutional Rights Foundation, Los Angeles.

Appendix C

#5 LAW-RELATED AV KITS

Below is a listing of sound filmstrip kits available to teachers on a short term loan basis. Contact the Secondary Social Studies Office at 475-8103 to arrange for a two-week check-out period for each kit. **

Title	Description	Company
Youth and The Law Series 6 Filmstrips/ cassettes	This six part series contains the following titles - "Law and the Police", "Law and the Judge", "Law and the Accused", "Law and the Youthful Offender", and "Law and the Dissenter".	Doubleday Multi-media
Consequences for The Convicted 2 Filmstrips/ cassettes	This sound filmstrip is designed to provoke critical thinking concerning crime and punishment. It is divided into two parts: "Punishment" and "Prisons". Joel F. Henning provided consultant services in the development of this unit.	Guidance Associates
Exploring Limits of Law 2 Filmstrips/ cassettes	Another Joel F. Henning film-strip series is presented in a two part form: "Alternatives for Social Control" and "Victimless Crimes".	Guidance Associates
The Machinery of Justice 6 Filmstrips/ cassettes	This set is designed to demonstrate various aspects of the criminal justice system. Included in this set are the following titles: "The Jury", "Judgement", "The Cop on the Corner-Who Needs Him", "Attorney at Law", "Prisons, Parole, Probation", and "Trial".	Walt Disney Educational Media
Justice and the Law 6 Filmstrips/ cassettes	Each filmstrip in this set describes important cases which have affected the basic rights of the individual: "Equal Justice Under Law", "Equal Protection of the Law", "Free-dom of Belief", "Freedom of Expression", "Freedom of Press" and "The Right to a Fair Trial".	Pathescope Educational Films, Inc.

**These materials are available only for Milwaukee Public Schools.

Title	Description	Company
The War on Crime Filmstrip/ record	This filmstrip describes the extent of crime, examines the nature of the problem, and suggests solutions for the alleviation of crime.	New York Times
The Wheels of Justice Filmstrip/ record	In general, this filmstrip looks at problems experienced by both courts and prisons. Specifically, the filmstrip analyzes the bail systems, the effects of prisons on first-time offenders, and the problems encountered by released prisoners.	New York Times
The Interpreters 2 Filmstrips/ cassettes	This filmstrip set examines a few of the major Supreme Court decisions beginning with Chisolm v. Georgia of 1793. Some of the decisions which are examined in light of their background and impact include: Marbury v. Madison, McCulloch v. Maryland, Mann v. Illinois, and Plessy v. Ferguson.	Life Educational Productions
Constitution 6 Filmstrips/ cassettes	This SRA/CBS filmstrip series examines key constitutional issues and traces the historical evolution of each. The titles found in this set are as follows: "Finishing the Revolution", "The Right to Vote", "Property and the People", "Crime and Civil Liberties", "The First Amendment and the News Media", and "The Right to Privacy".	Science Research Associates
The Justice Game 4 Filmstrips/ cassettes	Divided into four parts, this filmstrip sequence begins by explaining the protections and restraints of our legal institutions. A crime is depicted followed by the arrest and booking of the suspect. Then, society is faced with the problem of a suspect being released pending trial. Finally, the process of plea bargaining is shown.	Schloat Productions, Inc.

Title	Description	Company
Fair Trial Filmstrip/ cassette; student resource booklets and duplicating masters	This kit is a self-contained teaching unit comprising of 2-4 weeks of instruction. Beginning with situations in which a fair trial would be difficult, historical perspective is given through identification of past means of administering justice such as trial by combat and torture. Plea bargaining and the right to have counsel are explained.	Xerox Education Publications
Free Speech and Press Filmstrip/ cassette; student resource books and duplicating masters	First Amendment privileges are examined in an open-ended fashion. Situations are presented with respect to free expression which might violate the rights of others. At least two weeks of instruction can take place with this self-contained resource kit.	Xerox Education Publications
The Right to Bear Arms Filmstrip/ cassette; student resource booklets and duplicating masters	Gives focus to the debate over gun control in the United States. This nation's fascination with violence as well as grim statistics on gun induced injury and death are depicted. The views of those advocating and opposing gun control are presented. At least two weeks of instruction are provided with full use of this kit.	Xerox Education Publications
Search and Seizure Filmstrip/ cassette; student resource books, duplicating masters	Fourth Amendment questions are raised in this kit. Some of those situations which are examined include writs of assistance with the response of James Otis, school searches, the rough search of an Illinois home by government agents, airport searches, the "exclusionary rule", and electronic surveillance.	Xerox Education Publications

Appendix C

#6 LAW-RELATED FILMS

Those films relating to the study of the American Legal System attainable through regular museum delivery are listed below. **

Item

11110 Bill of Rights in Action -- Story of a Trial
BFA
Color 22 Min. 1970

11111 Bill of Rights in Action -- The Privilege Against Self Incrimination
BFA
Color 23 Min. 1972

11112 Bill of Rights in Action -- Freedom of the Press
BFA
Color 21 Min. 1969

11113 Bill of Rights in Action -- Due Process of Law
BFA
Color 23 Min. 1971

11120 Bill of Rights in Action -- Freedom of Religion
BFA
Color 21 Min. 1970

11250 Free Press vs. Free Trial by Jury -- The Sheppard Case
Encyclopedia Britannica
Color 27 Min. 1970

11260 Equality Under Law -- California Fair Housing Cases
Encyclopedia Britannica
Color 20 Min. 1970

11370 Bill of Rights in Action -- De Facto Segregation
BFA
Color 23 Min. 1970

12912 Right to Legal Counsel
BFA
Color 14 Min. 1968

13491 The Voter Decides
Xerox
Color 15 Min.

13721 Young Convicts: The Prisons in the Streets
Xerox
Color 36 Min.

**These materials are available only for Milwaukee Public Schools

Item

14622 Anatomy of Welfare
McGraw
Color 34 Min. 1972

20445 Authority and Rebellion
(Excerpts from the "Caine Mutiny" with Humphrey Bogart)
LCA 28 Min.

17472 Presumption of Innocence
Screen Educational Enterprises, Inc.
Color 39 Min. 1974

17781 The Privilege of Privacy
Xerox
Color 29 Min.

20444 Crime and the Criminal
Learning Corporation of America
B/W 28 Min.
(excerpts from "In Cold Blood")

25991 Equality Under Law -- Prince Edward County
Encyclopedia Britannica
Color 25 Min. 1968

25992 Search and Privacy
Churchill Films
Color 22 Min. 1968

25993 Interrogation and Counsel (Bill of Rights Series)
Newenhouse
Color 22 Min. 1968

25884 Speech and Protest (Bill of Rights Series)
Newenhouse
Color 22 Min. 1968

28200 Bill of Rights in Action -- Right to Privacy
BFA
Color 23 Min. 1970

24638 Changing the Law
BFA
Color 23 Min. 1968

77041 Crime in the Home
Aims
Color 22 Min. 1973

77042 Crime on the Streets
Aims
Color 18 Min. 1972

Item	
16731	Justice Delayed, Justice Denied Carousel 40 Min.
20446	Consumer In Conflict LCA 28 Min.
20902	Greeks in Search of Meaning (Antigone's defiance of man's law) LCA 26 Min.
16116	Fraud - You Lose AI. 34 Min. 1974
16111	This is Fraud Filmfare 09 Min.
11115	Bill of Rights in Action -- Equal Opportunity BFA 22 Min.
11114	Bill of Rights in Action -- Women's Rights BFA 23 Min.
11120	Bill of Rights in Action -- Freedom of Religion BFA 21 Min.
12913	Jury and Juror - Function and Responsibility Filmfare 25 Min.
18421	Minorities - In the Name of Religion Coronet 16 Min.
17472	Presumption of Innocence SEE 39 Min.
17473	Some are More Equal than Others Carousel 45 Min.